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ABSTRACT

This document contains two syllabi and selected handouts developed for a graduate-level course in bibliographic instruction (BI). The purpose of the course is to enable students to become familiar with the field of bibliographic instruction and to plan, implement, and evaluate a BI course within an academic setting. Attention is also given to providing BI in school media centers and public libraries. Teaching and learning theory is covered, and students have an opportunity to practice and improve their presentation skills for instructional settings. The syllabi describe course texts, assignments, topics covered, and course guidelines. A list of 43 resources on reserve is also included. (KRN)

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BIBLIOGRAPHIC INSTRUCTION COURSE SYLLABUS AND SELECTED HANDOUTS

LORNA PETERSON
STATE UNIVERSITY OF NEW YORK AT BUFFALO
SCHOOL OF INFORMATION AND LIBRARY STUDIES

Educating the library user has become a common service in most libraries and library schools have responded by offering graduate courses in bibliographic instruction. There is interest among library educators in how to best educate librarians for bibliographic instruction roles. One response to such interest is to share course syllabi and handouts.

This document presents the syllabus and selected handouts for two course offerings in bibliographic instruction at the State University of New York at Buffalo, School of Information and Library Studies (SILS). Bibliographic Instruction has been offered as a "special topics" course since Spring 1987. "Special topics" courses are designed to allow for study and discussion of current issues in library and information science. Because Bibliographic Instruction had been offered since 1987 as a special course, it was recommended by the curriculum committee to add Bibliographic Instruction as a regular course offering. This recommendation was passed unanimously by the SILS Council February 24, 1992.

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UNIVERSITY AT BUFFALO
STATE UNIVERSITY OF NEW YORK

School of Information and Library Studies
381 Baldy Hall
Buffalo, New York 14260
(716) 636-2412

LIS 523
Bibliographic Instruction
260 Capen Hall
Tuesday 7-9:40 p.m.

Lorna Peterson
Fall 1992

Course Description

Principles and theories of providing instruction in library use with emphasis on designing instructional sessions, improving teaching skills and evaluating bibliographic instruction materials. Includes teaching sessions and evaluation by students. Emphasis is on instruction in academic libraries with attention also given to school media centers and public libraries.

Instructor

Lorna Peterson
304 Baldy Hall
645-3068 (shared with Dr. Palmer)
645-2412 (SILS Office, leave messages here)
645-3775 FAX

Office hours: Tuesday 4:30-6 p.m.
Wednesday 4:30-6 p.m.

Purpose

To provide an overview of bibliographic instruction in libraries, within a historical, organizational and philosophical framework. Teaching and learning theory will be covered with an opportunity for improving presentation skills for instructional sessions.

Objectives

On completion of the course, each student will be familiar with the field of bibliographic instruction and will be able to plan, implement and evaluate a BI program in an institutional setting; determine appropriate modes, methods and conceptual frameworks for a BI program; plan, present and evaluate a BI session; identify relevant BI journals, professional associations and organizations.

Requirements

Course requirements will include textbook readings, reserve readings, class discussion, one bibliographic instruction presentation with supporting instructional materials, a library description/scenario with a bibliographic instruction mission statement and plan, an evaluation of bibliographic instruction manuals, an evaluation of bibliographic instruction media, an evaluation of library usage guides, an e-mail assignment, and a written description of 3 bibliographic instruction sessions in action.

1. Textbooks

The required textbook is Conceptual Frameworks for Bibliographic Education.

It is available at the University Bookstore (North Campus).

2. Reserve Reading

Books, bibliographic instruction manuals and copies of articles are placed on Reserve in Lockwood Library.

3. Bibliographic Instruction Media, Manuals and Guides **Due November 3**

Bibliographic instruction materials such as video, computer based education programs, audio cassette tours and slide productions will be borrowed from LOEX (located at Eastern Michigan University, Ypsilanti, Michigan) and placed on Reserve at the SILS Media Lab (195 Alumni). Videos will be shown in class to assist those with schedules that conflict with using the SILS Media Lab. LOEX lends materials for a two-week period only. Please plan your time and assignments accordingly. Additional information will be given in class regarding the evaluation of media materials. Evaluation papers should be 5-10 pages for each assignment listed below.

A. Evaluation of Bibliographic Instruction Media

You will evaluate 3 BI videos, 1 computer program, 2 audio cassette tours and 1 slide production. The evaluation of each material will be 1-3 pages. Discuss the material in terms of production quality, a conceptual framework, learning theory, audience, and your opinion on what has been attempted and how well it was done.

B. Evaluation of Bibliographic Instruction Manuals and Guides

You will evaluate 4 BI manuals and 5 library guides. Evaluate these materials in terms of production quality, readability, use of graphics, multicultural sensitivity, intended audience, learning theory and a conceptual framework. Give your opinion on how well material meets its objective.

4. Bibliographic Instruction Mission Statement and Plan **Due December 8**

You will write a description of a library (type, users, budget situation, political situation, collection size, organization) and develop a bibliographic instruction mission statement and plan. You will also develop a scenario of a bibliographic instruction need, request or problem and your written solution, lesson plan and handouts. Use bibliographic instruction literature to support your approach and method. This written project will be a document of 7-12 pages including a bibliography.

5. Bibliographic Instruction Session **Due Dates will be assigned**

Because bibliographic instruction is teaching, one bi session with supporting instructional materials is required. Based upon the library description and scenario you develop, organize a bi session as you would do if faced with this on the job. Each presentation will be 30 minutes and evaluated by all members of the class. Details will be provided in class regarding expectations, organization and equipment requests. Due dates will be randomly assigned in class.

6. Identify, attend and write descriptions of 3 bibliographic instruction sessions **Due October 27**

   This can include tours, teaching the use of an OPAC, bi session for certain disciplines, bi for specific sources, etc. The sessions should be by 3 different librarians. Visit at least two different libraries (includes branches).

7. E-Mail **Due December 1**

   I would like you to view discussion regarding bi on the BI Discussion Group ListServe. You will obtain a computer account (IBM or VAX) and join this discussion list. If you decide to answer any questions or respond in any way, please do so as an individual. The assignment is <u>not</u> to have you communicate with others but rather for you to see what is being discussed. Write a brief 1-2 page description of current bi description. I have not asked the field if you can talk to them therefore, I would prefer that you not ask questions on the Net.

LEARNING ACTIVITIES

Lectures, guest lecturers, class presentations, evaluation of peer teaching, evaluation of bi instructional materials, written assignments, attending bi sessions.

GRADES

There will be no exams or quizzes.

Grades are not negotiable and work cannot be resubmitted.

Late work will be graded down .33 quality points for each class period it is late.

All work must be submitted by December 10.

Course grades will be calculated as such:

BI presentation	25%
Library descriptor/bi mission statement/bi plan	15%
Evaluation of media	15%
Evaluation of manuals	15%
Evaluation of guides	10%
Description of bi in action	10%
Class discussion	.05%
E-Mail	.05%
	100%

Additional Special Projects Credit

One hour of graduate credit is available for participation in one of two special projects.

1) Assist Learning Center students with library research skills

2) Present a 10 minute bi session to the class for videotaping and follow-up, in class evaluation.

Please state your interest in writing in these projects and willingness to participate by September 8.

LIS 523
Bibliographic Instruction
260 Capen Hall
Tuesday 7-9:40 p.m.

Lorna Peterson
Fall 1992

TOPICS

August 25	Introduction and Welcome Needs assessment of students Definition and history of BI
September 1	Learning Theory/Learning Styles Learning Styles Inventory Test Developmental Theory
September 8	For or against BI? Library Anxiety The case against BI
September 15	BI for specific user groups Panel of guests lecturers Multicultural Diversity and BI
September 22	Teaching - what is it? Educational Philosophies Planning BI programs Meet in 223 Lockwood Library
September 29	**HOLIDAY - NO CLASS**
October 6	**HOLIDAY - NO CLASS**
October 13	Evaluation of teaching Evaluation of instructional programs
October 20	Class presentations
October 27	Class presentations
November 3	Class presentations
November 10	Class presentations
November 17	Class presentations
November 24	**HOLIDAY - NO CLASS**
December 1	Microteaching Components of instructional methods Evaluation of student progress
December 8	Finessing the administration The politics of BI

COURSE GUIDELINES

1. **Late Assignments**

Assignments turned in late will be marked down .33 quality points for each week. An assignment is late if it is not received the hour of class starting on the date due. Please have late assignments date stamped in 381 Baldy.

No late assignments will be accepted after the official last day of classes.

2. **Attendance**

Attendance is one component of your class discussion grade but attendance is <u>not</u> required. Assignments may be turned in early in my mailbox but please have the assignments date stamped in the SILS Office (381 Baldy).

3. **Incompletes**

Incomplete grades are rarely granted and requests for an incomplete <u>must</u> be submitted in writing stating the reason for the delay and the agreed upon date that the Incomplete will be removed. A form for such a statement is available in the SILS office. Incompletes are not given as alternatives to F's or C's. A grade of incomplete may be taken only because of illness or special circumstances.

4. **Extra Work**

There will be no opportunity for doing supplemental work to raise your grade.

5. **Redo Work**

There will be no opportunity for redoing work.

6. **Absences**

You are responsible for getting material for classes missed.

7. **Waiting**

If I am ever more than fifteen minutes late for class, please consider yourself excused.

8. **Plagiarism**

The University and SILS have specific policies regarding plagiarism. Please be aware of them.

9. **Grades**

Grades are not negotiable.

Grades are reported through the university. I do not post grades. I do not tell students their final grades.

CALENDAR

	ASSIGNMENT
8/25	Reichel & Ramey xvii-35 Green - Reserve Harris - Reserve
9/1	ACRL/BIS model, BI at Lockwood, Mellon, Wedemery, Eadie, Miller, Radford - Reserve
9/8	Baker, Nielsen, Batista, Buchanan - Reserve Gullette - Reserve
9/15	Carson, Peterson, William, Borgman, Rod and Kline - Reserve
9/22	Memo on Teaching - Reserve Reichel and Ramey 39-85
9/29	HOLIDAY
10/6	HOLIDAY
10/13	Reichel and Ramey 86-143
10/20	Reichel & Ramey 147-179
10/27	BI in action desciptions
11/3	BI Media, Manuals and Gudies Evaluation
11/10	
11/17	
11/24	HOLIDAY
12/1	E-Mail
12/8	Library description scenario, mission statement, bi plan

RESERVE LIST

Buchanan, Nancy; Rupp-Serrano, K. and LaGrange, J. "The Effectiveness of a Projected Computerized Presentation in Teaching Online Library Catalog Searching". College & Research Libraries. 53, July 1992, 307-318.

Baker, Betsy and Neilsen, Brian. "Educating the Online Catalog User: Experiences and Plans at Northwestern University Library". Research Strategies 1, Fall 1983, 55-56.

Nielsen, Brian. "What They Say They Do and What They Do: Assessing Online Catalog Use Instruction Through Transaction Monitoring". Information Technology and Libraries 5, March 1986, 28-34.

Batiste, Emily and Einhorn, Deborah. "Putting on a Show: Using Computer Graphics to Train End-Users". Online 11 May 1987, 88-92.

Memo on Teaching. Personal Copy.

Gullete, M.M. The Art and Craft of Teaching. Harvard University Press, 1982.

Wedemeyer, J. "Student Attitudes Toward Library Methods Courses in a University". College & Research Libraries. 15, July 54, 285-89.

Harris, Roma. "Bibliographic Instruction: The Views of Academic Special and Public Librarians", College & Research Libraries , May 92, 249-256.

Carson, C. Herbert and Curtis, Ruth V. "Applying Instructional Design Theory to Bibliographic Instruction: Macro Theory". Research Strategies 9(4), Fall 1991, 164-179.

Baker, Elizabeth and Hirsch, Penny. Teaching Library Skills to Freshman Composition Students. 1988.

User Education Task Force. Final Report. 1989.

Radford, Neil. "Why Bother With Reader Education?" New Zealand Libraries. 43(4), Dec. 1980, 53-56.

Peterson, Lorna. "Teaching Academic Integrity: Opportunities in Bibliographic Instruction". Research Strategies. Fall 1988, 168-76.

Peterson, Lorna and Coniglio, Jamie W. "Readability of Selected Academic Library Guides". RQ Winter 1987, 233-239.

Green, Samuel S. "Personal Relations between Librarians and Readers", Library Journal 1, 1876, 74-81.

Mellon, Constance. "Library Anxiety: A Grounded Theory and Its Development". College & Research Libraries. March 1986. 160-165.

ACRL/BIS. Model Statement of Objectives for Academic Bibliographic Instruction. College & Research Libraries News. May 1987, 256-61.

Miller, C. and Tegler, Patricia. "In Pursuit of Windmills: Libraries and the Determination to Instruct". Reference Librarian. 18, 1987, 119-134.

Eadie, Tom. "User Instruction for Students Does Not Work (Immodest Proposals), Library Journal, 115 (17), Oct. 90, 42-45.

Baker, Betsy. "A Conceptual Framework for Teaching Online Catalog Use." Journal of Academic Librarianship. 12, May 1986, 90-96.

Borgman, Christine. "Why Are Online Catalogs Hard to Use? Lessons Learned from Information Retrieval Studies". Journal of the American Society for Information Science 37, 1986. 367-400.

Lubans, John. Educating the Library User. NY: Bowker, 1974. Educating the Library User.

Jackson, William. "The User-Friendly Library Guide". C&RL News, 1984. 468-471.

The Business of the Business, Policy Perspectives 1, 1989.

Presidential Committee on Information Literacy Final Report, January 1989. American Library Association.

Cleary, Florence D. Discovering Books and Libraries: A Handbook for Students in the Middle and Upper Grades.

Wolf, Carolyn and Richard. Basic Library Skills.

Library Skills Workbook. Undergraduate Library, University at Buffalo.

Library Instruction Manual. Iowa State University.

Access to Information: A Manual for Bibliographic Instruction to Iowa State University. Iowa State University.

Study Skills - Book A (Middle/Upper Grades). McDonald Publishing Company.

Study Skills - Book B (Middle/Upper Grades). McDonald Publishing Company.

Runjamin, Rosemary E. Reinforcing Reference Skills Activities that Go Beyond the Encyclopedia.

Donovan, Melissa. Research Challenges: Through the Use of the Atlas, the Almanac, and Other World Resources.

Lakritz, Esther. Developing Library Skills Guide to Discovering and Using Library References.

LiBEARy Skills. Chambersburg Area School District Librarian.

Guidelines for Bibliographic Instruction at Lockwood.

Kline, Laura and Rod, Catherine M. "Library Orientation Programs for Foreign Students: A Survey." RQ 24, Winter 1984. pp. 10-16.

Hendricks, Yoshi. "The Japanese as Library Patrons." College & Research Libraries News 4, April 1991, pps. 221-2+

Liestman, D. and Wu, C. "Library Orientation for International Students in Their Native Language." Research Strategies 8, Fall 1990. pps. 191-196.

Walker, F.L. and Thoma, G. "Access Techniques for Document Image Databases." Library Trends 38, Spring 1990, pp. 751-86.

Desperately Seeking Sources. Colgate University Library Skills Workload, 1989.

Staines, Gail M. "Articulation Agreements for Bibliographic Instruction." Community and Junior College Libraries. 7(1): 17-26. 1990.

State University of New York at Buffalo
School of Information and Library Studies

1990 - 1993 Graduate Catalog

LIS 523 Bibliographic Instruction (3)
Alternate Years
Principles and theories of providing instruction in library use with emphasis on designing instructional sessions, improving teaching skills and evaluating bibliographic instruction materials. Includes teaching sessions and evaluation by students. Emphasis is on instruction in academic libraries with attention also given to school media centers and public libraries.

STATE UNIVERSITY OF NEW YORK AT BUFFALO
SCHOOL OF INFORMATION AND LIBRARY STUDIES
381 Baldy Hall
Buffalo, New York 14260

LIS 500
Bibliographic Instruction
103 Clemens
TuTh 2-3:20

Lorna Peterson
Spring 1991

I. Purpose

To provide an overview of bibliographic instruction in libraries, within a historical, organizational and philosophical framework. Teaching and learning theory will be covered with an opportunity for improving presentation skills for instructional sessions.

Objectives

On completion of the course, each student will be familiar with the field of bibliographic instruction and will be able to plan, implement and evaluate a BI program in an academic setting; determine appropriate modes, methods and conceptual frameworks for a BI program; plan, present and evaluate a BI session; identify relevant BI organizations.

II. Instructor

Lorna Peterson
304 Baldy Hall
636-2412

Office hours: Tuesday 4-5
Wednesday 4-5
Thursday 4:30-6

III. Requirements

Course requirements will include textbook readings, reserve readings, supplementary readings in the form of abstracts, class discussion, one class presentation; with supporting instructional materials; an evaluation of library manuals, an evaluation of library guides and an evaluation of library instruction media (audio and video). Doctoral students have an additional seminar discussion requirement.

A. Textbooks

The required textbooks are: Conceptual Frameworks for Bibliographic Education, The Art and Craft of Teaching; Applying New Developmental Findings, Basic Library Skills, Discovering Books & Libraries, Access to Information, Library Skills Workbook.

All are available at the University Bookstore (North Campus).

B. Reserve Reading

Green, "Personal Relations Between Librarians and Readers" 1876

Mellon, Library Anxiety 1986

ACRL/BIS, Model Statement of objectives for academic B.I. 1987

Miller & Tegler, In Pursuit of Windmills 1987

Baker, "Educating the Online Catalog User" 1983

Farber "Library Instruction Throughout the Curriculum" in Lubans 1974

Baker, " A Conceptual Framework for Teaching Online Catalog Use" 1986

Borgman, "Why are Online Catalogs Hard to Use?" 1986

Eadie, User Instruction for Students Does Not Work 1990

C. Abstracts

One outcome of this course is that you should become familiar with literature concerning bibliographic instruction. Therefore the assigned abstracts will follow a chronological order. Select an article from the 19th century through each decade including and after 1930. Abstracts are due in class as noted on the course syllabus. The one page abstract should include your name, box #, course number, date due in the upper right corner of the paper and it should be typed. A full bibliographic citation of the article reviewed should head the page. Select one style and use throughout course (e.g., APA, MLA, Chicago, Turabian).

D. Because bibliographic instruction is teaching, one oral presentation with supporting instructional materials is required. You will select a library skill (use of an index, finding the literature of a discipline, use of an OPAC, etc.) and teach it to the class. Each presentation will be 10-15 minutes. Details will be provided in class regarding expectations, organization and equipment requests. Assessment of peer teaching will be done.

E. Audio conferences with experts in the field will be conducted in class. You will be expected to ask questions and respond to issues brought up in the conferences.

F. Evaluation of bibliographic instruction materials will be done in the form of short (2-5 pp.) typed papers. You will evaluate manuals, guides and media. Discuss the materials in terms of readability/accessibility, a conceptual framework, learning theory and your opinion on what has been said and how well. Take into account the material and intended audience. Guides and media will be placed on reserve in the media lab.

G. Seminar Discussion (Doctoral Students Only) The class will be conducted as a directed seminar. You have responsibility for your learning and the learning of the others in the class. The effectiveness of your presentation in causing learning is as important as the content of your contributions to the class. The learning outcome is that you should enhance your ability to coordinate and conduct an informed discussion of an issue in bibliographic instruction. This ability should span beyond your immediate interests or responsibilities within librarianship. You will be responsible for leading 30-40 minutes of a selected seminar discussion on a topic within the course outline of your choosing.

While the discussion mode is emphasized, brief didactic instruction is permissible for the requirement. You are expected to develop handouts, overhead transparencies and other teaching aids, where appropriate, as part of your seminar leadership.

Seminar Leadership Grade: 50% effectivness of instruction
50% quality of content

IV. Grades

There will be no exams or quizzes.

Late work will be graded down .167 quality points for each class period it is late.

Grades are not negotiable; work cannot be resubmitted. Course grades will be calculated as such:

Masters Students		Doctoral Students	
8 Abstracts of articles	25%	8 Abstracts of articles	15%
Oral presentation	25%	Oral presentation	20%
Evaluation of guides	10%	Evaluation of guides	10%
Evaluation of manuals	15%	Evaluation of manuals	10%
Evaluation of media	15%	Evaluation of media	10%
Class discussion	10%	Class discussion	10%
		Seminar	25%
	100%		100%

LIS 500 Lorna Peterson

Tentative Course Schedule

Date	Topic	Assignment
Tues. Jan 22	Course overview Needs assessment of LIS 500 students Definition & history of BI	Reichel & Ramey xvii-35 Green, Reserve
Thurs. Jan 24	Developmental theory	Knefelkamp 19-78
Tues. Jan 29	Learning theory	Abstract 19th C Reichel & Ramey 39-85 Mellon, Reserve
Thurs. Jan 31	Why teach?	ACRL/BIS model, Reserve
Tues. Feb. 5	Audio Conf-Betsey Baker Head of reference Northwestern University	Baker, Reserve 183-203 Borgman, Reserve
Thurs. Feb. 7	Teaching-What is it?	Abstract 1901-1929 Gullette vii-127
Tues. Feb 12	Audio Conf-Evan Farber Earlham College	Knefelkamp 107-115 Reichel & Ramey 86-143 Lubans 145-162 Reserve
Thurs. Feb 14	Necessary or Misdirected? The case against BI Audio Conf - Tom Eadie Mount Allison University	Miller & Tegler, Eadie Reserve
Tues. Feb. 19	Gemma DeVinney BI for graduate students	Meet in Lockwood 223
Thurs. Feb. 21	Margaret Wells BI for undergraduates	Meet in UGL Capen
Tues. Feb 26	Assessment of the BI agrument	ACRL/BIS model student Reserve
Thurs. Feb. 28	Instructional materials MRC	Reichel & Ramey 147-179
Tues. March 5	Planning BI programs	Abstract 19th C
Thurs. March 7	Planning BI sessions/ Educational Philosophies	Abstract 1940

Date	Topic	Assignment
Tues. March 12	Educational Philosophies	
Thurs. March 14	Presentations	List of peer eval sheets
Tues. March 19	Presentations	List of peer eval sheets
Thurs. March 21	Presentations	List of peer eval sheets
Tues. March 26	Spring Break	
Thurs. March 28	Spring Break	
Tues. April 2	Presentation	List of peer eval sheets
Thurs. April 4	Presentation	List of peer eval sheets Eval of guides due
Tues. April 9	Audio Conf Finessing the Administration in support of BI Mary Lou Goodyear Texas A & M	
Thurs. April 11	Technology & teaching	Eval of media due
Tues. April 16	Eval of Student Progress	Abstract 1950
Thurs. April 18	Testing in BI	Abstract 1960
Tues. April 23	Eval of teaching	Abstract 1970
Thurs. April 25	Eval of BI sessions	Abstract 1980
Tues. April 30	Program eval	Eval of manuals due
Thurs. May 2	Professional dev/Cont. ed	
Tues. May 7	Wrap-up Course evaluations	

LIS 500 Spring 1991
Peterson

Peer teaching evaluation

Please write comments regarding the presentation. Remember that the purpose of the evaluation is to be helpful.

1. Content
Write comments concerning the following: organization of material, appropriateness of the material for the topic, logical presentation of material. Make additional comments.

2. Style
Write comments concerning the following: enthusiasm, voice modulation, voice pitch, body movement. Make additional comments.

3. Teaching aids
Comment on use of handouts, A/V equipment, transparencies, etc.

4. Comment on the strengths and weaknesses of the presentation.

LIS 500
Peterson Spring 1991

EVALUATION OF LIBRARY GUIDES

Select five library guides

Attach selected guides to your evaluation

Evaluate guides with the following in mind:

- readability
- graphics
- attractiveness
- audience
- ease of following directions
- content
- accuracy of text (typos, grammar)
- usefulness

Guides are on reserve in the SILS Media Lab, 195 Alumni Arena
Hours for the Media Lab have been distributed to all SILS students
Media Lab telephone number: 636-3021